

- Full information is available on the www.tucahea.org website
30. Time management
 29. Ability to make decisions
 28. Ability to adapt to change
 27. Ability to work autonomously
 26. Orientation toward the needs of the user
 25. Ability to apply knowledge in practice
 24. Flexibility
 23. Commitment to quality results
 22. Tolerance and respect for others
 21. Ability to prevent and resolve conflicts
 20. Ability to present and resolve own cultural values
 19. Knowledge of the laws
 18. Ability to follow a healthy lifestyle
 17. Social responsibility
 15. Ability to use information and communication technologies



14. Ability to manage information
13. Ability to lead people and work in a team
12. Ability to communicate in official state, Russian and foreign languages
11. Ability to communicate in multicultural context
10. Knowledge of the professional field
9. Ability to communicate interculturally and receive feedback
8. Ability to learn including autonomous learning
7. Ability to develop general knowledge
6. Ability to take initiatives and innovate
5. Ability to carry out research applying appropriate methods
4. Ability to use logical and critical thinking for solving problems
3. Ability to model, design and forecast
2. Ability to analyze and synthesize
1. Ability to learn

The following are the 30 general competencies chosen as most important for all Central Asian degree programmes:



This 'Pocket Guide' gives a short summary of the competencies required for one Subject Area.

Workings together, 34 Central Asian Universities and Polytechnics, 8 Academics, students and employees, and have formulated Guidelines and Reference Points for 8 important Subject Areas: Business and Management, Economics, Education, Engineering, Environmental Protection, History, Language, and Law.

With higher education areas in other parts of the world, TUCAHEA uses Tuning methodology to provide tools to ensure that graduates have the necessary competencies for future employment, personal culture, and citizenship.

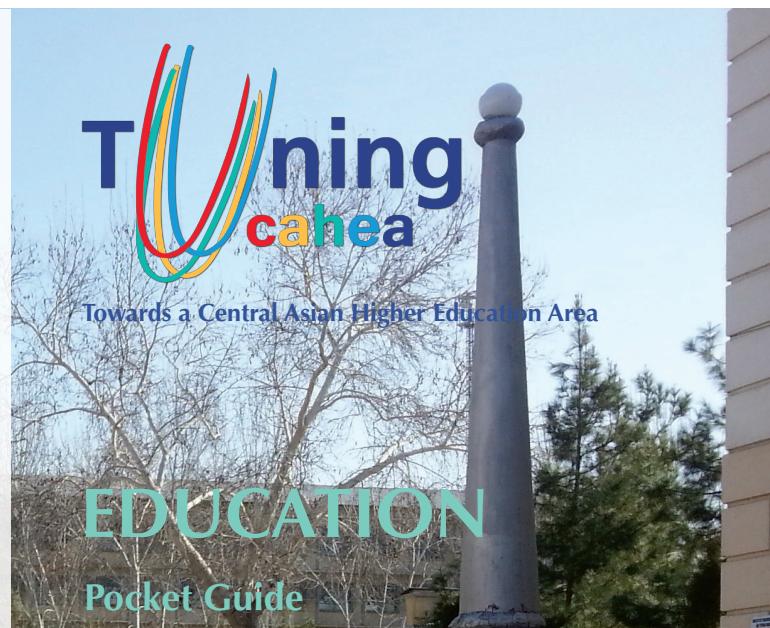
The goal of the TUCAHEA Consortium is to create the premises for a Central Asian Higher Education Area: visible, respected, and comparable with higher education areas in other parts of the world. TUCAHEA uses Tuning methodology to provide tools to ensure that graduates have the necessary competencies for future employment, personal culture, and citizenship.

Ten steps for designing new degree programmes or improving existing ones

1. Is there a need? Determine, consulting stakeholders, whether there is really a need for the proposed course of study.
2. Define the profile and the key competences. Find out what competences are actually useful for employment, personal culture and citizenship (see inside this guide for a list).
3. Define the learning outcomes indicating the most important competences (choose around 10 key competences with reference to the cycle level indicators; see inside this guide).
4. Decide whether to 'modularise' (course units can be of a random number of ECTS credits, or else of a set number, e.g. 5, hence "modularised").
5. Define the learning outcomes and the key competences in each module or course unit (the lists of competences inside this guide will help).
6. See how those competences can best be formed and assessed, using a variety of approaches to learning, teaching and assessment.
7. Check that all the key generic and subject specific competences have been taken into account.
8. Describe the programme and the course units, indicating the learning outcomes in terms of competences.
9. Check for balance.
10. Implement, monitor and improve.



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Subject Specific Competences for Education

Most important Subject Specific Competences for Education

- S1 Ability to plan and organize an educational process (development, realization and evaluation)
- S2 General theoretical and professional knowledge and ability to use it critically in organizing educational processes
- S3 Ability to elaborate and carry out a teaching and learning strategy appropriate to the educational content
- S4 Ability to project and carry out an educational process based on interdisciplinary links
- S5 Knowledge of and ability to implement differentiated approaches on the basis of physical, psychological and social specificities of learners
- S6 Ability to develop and implement educational strategies and evaluate them on the basis of concrete criteria
- S7 Ability to plan, manage, implement and evaluate educational programmes and projects
- S8 Ability to select, develop and utilise didactic materials as appropriate to the contents and the discipline
- S9 Ability to identify and assess learning difficulties and to create a supportive learning environment
- S10 Ability to develop learners' logical, critical and creative thinking
- S11 Ability to create and implement educational processes as appropriate to different levels of learners
- S12 Ability to develop and implement integrated educational strategies for people with special needs
- S13 Ability to select, use and assess information and communication technologies for teaching and learning
- S14 Ability to educate learners on the basis of universal principles (common to all mankind) and national values, citizenship and democracy
- S15 Ability to conduct research in the field of education and apply the results in educational practice
- S16 Ability to elaborate and apply innovations in organizing the learning experience
- S17 Ability to conduct self-analysis and reflection as a means of improving the quality of education
- S18 The ability to analyze critically, focus and facilitate processes of change in society through education
- S19 Ability to formulate and implement educational strategies that take socio-cultural diversity into account
- S20 Ability to foresee and encourage the personal and professional development of learners
- S21 Knowledge of the historical development of education in one's own country and in Central Asia
- S22 Ability to foster social cooperation with various agencies and community members in order to promote the development of educational processes

As an example, the main Learning Outcomes at Bachelor Level:

Competence	Knowledge	Skills	Autonomy and responsibility
Ability to apply analysis and synthesis	Knowledge of research methods for the object of study; basic terms and categories of analysis and synthesis, best scientific practice	Ability to apply methods of analysis and synthesis in the classroom as well as to other materials and tasks	Compare, classify and systemize terms and facts; find cause-and-effect relationships; define objects of study as common, particular, ordinary; to divide into composite elements
Ability to plan and arrange educational process	Knowledge of regulatory documents and basic terms and categories of pedagogy and psychology; personality, attractive qualities and characteristics of personality, methods of motivation, as well as for checking on behavior and activity	Ability to plan and arrange plans materials and organize strategies for an educational process	Critically rethink background, change the profile of professional activity, if required; realize the social significance of the future profession; define and consider people's personality and attractive characteristics taking into account age and gender differences
Ability to select, improve and apply didactic materials in compliance with discipline content.	Fundamental theoretical skills in general pedagogy and professional activity; psychological and pedagogical methods and technologies of training and education to solve educational, pedagogic and management tasks, as well as teaching classes	Ability to select, improve and apply didactic materials in compliance with discipline content and pedagogic strategy	Perform logical and critical thinking, integrate and analyze information for goal setting and selection of achievement paths; perform research and information work involving modern information technologies, including methods of scientific information acquisition, processing and storage

Most important General Competences for Education

- GC27 Ability to work autonomously
- GC29 Ability to make decisions
- GC08 Ability to learn including autonomous learning
- GC10 Knowledge of the professional field
- GC13 Ability to lead people and work in a team
- GC25 Ability to apply knowledge in practice
- GC22 Tolerance and respect for others
- GC01 Ability to analyze and synthesize
- GC12 Ability to communicate in the official state, Russian and foreign languages
- GC06 Ability to innovate
- GC20 Ability to prevent and resolve conflict